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ABSTRACT

Community colleges have moved from a period of rapid growth to one of retrenchment, in which junior faculty members are often laid off and new faculty members are not being hired. The community colleges now have an experienced faculty, most at the apex of their careers, but who, in many disciplines, do not necessarily fit student enrollment patterns or the needs of a smaller curriculum. Struggling to retain their strongest programs and become more efficient and effective, community colleges also face the reality of trying to accomplish more with less funds in order to remain competitive with other providers of adult education. Like any profit-making enterprise, institutions in the "education business" must devote a substantial amount of their resources to research and development in order to improve methods of delivering instruction of higher quality at lower costs. Staff development is central to this effort. Colleges must provide incentives and rewards for college personnel to develop new skills, keep up with the rapid increase of knowledge in their fields, develop an understanding of instructional software to create workable instructional systems, and, if necessary, retrain in a new field. Materials illustrating aspects of the staff development programs at Cypress College and Golden West College in California are appended. (LAL)

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STAFF DEVELOPMENT A NEW IMPERATIVE

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Presented at the 64th Annual Convention of the American Association of Community and Junior Colleges, Washington, D.C., April 1-4, 1984.

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JC 840 185

SPEECH - AACJC - April 1,1984

STAFF DEVELOPMENT A NEW IMPERATIVE

Those of us who work in staff development feel very strongly about our programs because we know that the quality of the teaching in our colleges cannot be improved or maintained without close attention to the quality of those who teach and administer our colleges. I want to make the point that continued "development" of those persons who staff community colleges is an imperative which cannot be overlooked. It is perhaps more true now than at any other time in our history. Yes, some instituions are struggling for survival. What is the key to that survival - in the long run it is the people who work in the colleges.

People need to grow, to change, to develop, we know this from Levinson's research for SEASONS OF MEN'S LIVES. No people need to grow more than the people who people the "people's colleges." The flourishing of community junior colleges as we know them is not necessarily assured. For those of you who have read MEGATRENDS, you can remember the importance which Naisbitt placed upon "knowing what business you are in." For a moment, let's take a look at what business most of us thought we were in when we entered community college education.

During the 1950's and 60's when most of us entered the community college business, we were in a bright new business where new colleges were being formed and built every week. We were recruited or were responsible for recruiting thousands of new faculty and staff for this new kind of "people's college".

There was a world of expanding interst in nearly every discipline. Students stood in line to get in our doors and there were plenty to go around. New faculty were hard to find and experienced faculty could move easily from college to college to find the most compatible envrionment for their career. Funding was ample for nearly any good project. Our curriculum grew rapidly in response to the perceived needs of students, faculty and the community.

Then came the new reality. We have moved from rapid growth to "downsizing" our institutions. Scarce funding together with scarce students in some programs is forcing us to face cutbacks. We are not hiring new faculty (that lifeblood of a developing institution) but rather we are actually laying off our junior faculty. The seniority system does not take into account our extremely varied curriculum, so in many cases we are left with faculty which may not meet the curricular needs of the college as well as we might desire. The college is thus left with a growing retraining problem. In addition to keeping current in one's field, now comes the need in some instances to retrain in a new field. This is the very reverse of the world we saw in the 1950's and 60's. Then we were trying to coax faculty from a variety of disciplines to join the community college movement. What we needed in those days was to teach new graduates how to handle the classroom and what was different about a community college. What we have now is an experienced community college

faculty, most at the apex of their careers, but many in disciplines which do not necessarily fit student enrollment patterns or the needs of a smaller curriculum.

As we struggle to retain our strongest programs and become more efficient and effective, we face another reality. We must do more with less and do it better. If we do not accomplish this feat, our colleges, like so many other organizations which do not adjust to changing conditions, will cease to exist. We need to realize that we are in the EDUCATION BUSINESS. Let us not fool ourselves about where the competition lies. There are others in the education business who would like to replace us as the prime providers of higher education for adult learners in our communities. K. Patricia Cross has pointed out to us several times that the fastest growing education program for adults is not a college or university system, it is corporate sponsored education.

A college can no longer be complacent about the quality of its instruction. (and John Roueche suggests that ours in the community colleges is slipping badly). We no longer have a corner on the market for delivering information and concepts. The information revolution is sweeping over us. Any college or university that is not aware of the capabililties of the micro computer and television for delivering instruction AND which is not putting forth great effort to integrate these capabilities into its instructional system is asking to be passed by in the coming decade.

It is not popular to compare collegiate education to a

business but perhaps there is an appropriate analogy. Any business in a competitive environment knows that it must invest a substantial amount of its resources in research and development if it is to survive. Its product must be continually improved and kept up to date or the market begins to shift to competitors or competing products. We in the education business must now more than ever invest in improving methods of delivering instruction which are higher in quality and cheaper in price.

The staff development program is central to this effort. Time and resources must be devoted to developing better instructional systems. Faculty should not be expected to "build a better product" on their own time and at the expense of their on going classroom instruction. Colleges must provide incentives and rewards for college personnel to develop new skills needed to keep the institution competitive in offering quality programs. The private sector (business and industry) is rapidly developing educational programs for their employees, and not just on the job training either. In many, many cases these are programs using high technology equipment and the latest methods to deliver the instruction. This is not suggest necessarily that higher education must mechanize or that technology is our savior. However, I do suggest that it is wise to know what the competition is doing and foolhardy to ignore it.

The imperative to invest in staff development seems almost too obvious. The tenure system and our negotiated contracts make it amply obvious that we have the personnel on our campus now that are going to be with us for the next decade. Whatever we do

to develop quality programs will be done with present staff. Our experienced tenured staff need help to keep up with the rapid increase in knowledge in every field. They must be provided with technical assistance and training in the design and production of instructional software that enable us to take advantage of the new technology. Faculty are the only ones who can create workable instructional systems which will improve the efficiency and effectiveness of our institutions. We can, we must, invest in their creative genius if the community college movement is to prosper.

Two colleges in Californial, Cypress College and Golden West College have made a commitment to strong staff development programs. Their Presidents are here to tell you why they made such a commitment and how they organized their programs.

GOLDEN WEST COLLEGE
EDUCATIONAL DEVELOPMENT PLAN

STAFF - DEAN OF EDUCATIONAL DEVELOPMENT

SECRETARY TO THE DEAN

BUDGET - OFFICE OF EDUCATIONAL DEVELOPMENT

EDUCATIONAL DEVELOPLMENT ASSISTANCE FUND

FUNDS FROM THE SALE OF INSTRUCTIONAL MATERIALS

FACILITIES - THE EDUCATIONAL DEVELOPMENT CENTER

FACULTY LOUNGE

LARGE CONFERENCE ROOM

SMALL CONFERENCE ROOM

ACADEMIC SENATE OFFICE

FACULTY UNION OFFICE

OFFICE OF THE DEAN

ACTIVITIES - SPEAKERS, WORKSHOPS AND SEMINARS

EDUCATIONAL DEVELOPMENT NEWSLETTER

FACULTY PROJECTS DEVELOPMENT

INSTITUTE FOR PROFESSIONAL DEVELOPMENT

FACULTY COMPUTER CENTER

TELEMEDIA PRODUCTIONS

COMPUTER ASSISTED INSTRUCTION

ADMINISTRATION OF EDAF FUNDS

EDUCATIONAL DEVELOPMENT ASSISTANCE FUND

GOALS:

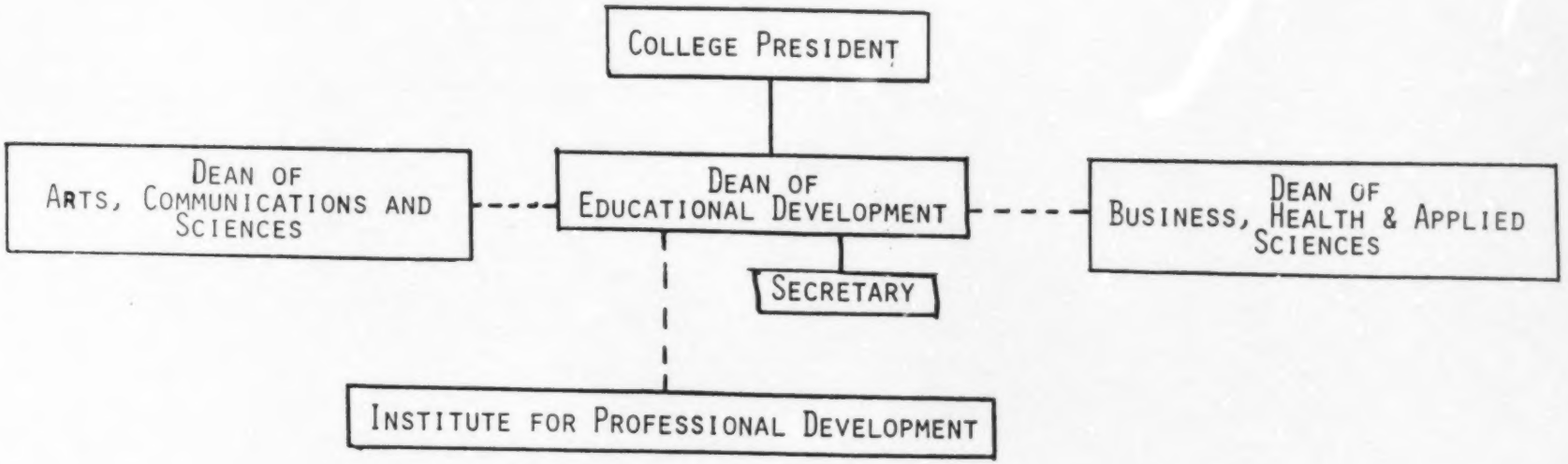
1. EXPLORATION OF NEW AND DIFFERENT APPROACHES TO THE TEACHING/LEARNING PROCESS.
2. TO ASSIST FACULTY IN KEEPING ABREAST OF NEW KNOWLEDGE IN THEIR FIELDS.
3. TO ASSIST FACULTY IN APPLYING TEACHING/LEARNING RESEARCH TO CLASSROOM INNOVATION.
4. TO ASSIST THE COLLEGE COMMUNITY IN THE APPLICATION OF NEW TECHNOLOGY TO THE EDUCATIONAL PROCESS.
5. PROMOTING ACTIVITIES WHICH IMPROVE THE LEARNING ENVIRONMENT AND ENHANCES THE TEACHING/LEARNING PROCESS.

ADMINISTRATION:

ALLOCATIONS ARE MADE ON A PROJECT BASIS. PROJECTS OF OVER $500.00 REQUIRE THE APPROVAL OF THE PRESIDENT.

ORGANIZATION CHART

EDUCATIONAL DEVELOPMENT


COLLEGE PRESIDENT
DEAN OF ARTS, COMMUNICATIONS AND SCIENCES
DEAN OF EDUCATIONAL DEVELOPMENT
DEAN OF BUSINESS, HEALTH & APPLIED SCIENCES
SECRETARY
INSTITUTE FOR PROFESSIONAL DEVELOPMENT

THE DEAN OF EDUCATIONAL DEVELOPMENT IS A MEMBER OF THE FOLLOWING:

PRESIDENT'S CABINET
INSTRUCTIONAL COUNCIL
COLLEGE COUNCIL
CURRICULUM COMMITTEE
INSTITUTE FOR PROFESSIONAL DEVELOPMENT

GOLDEN WEST COLLEGE
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ADMINISTRATION OF EDAF FUNDS

(7)

APPLICATION: EDUCATIONAL DEVELOPMENT ASSISTANCE FUND

NAME OF PROJECT: COMPUTER NUTRITION ENHANCEMENT AND REVISION

NAME OF PARTICIPANTS: STAN WINTER

TYPE OF PROJECT:

INSTRUCTIONAL IMPROVEMENT	____	IN-SERVICE EDUCATION	____
MEDIA DEVELOPMENT	____	COURSE DEVELOPMENT	____
REVISE MATERIALS	X	OTHER	____

PROJECT OBJECTIVES:

TO ADD NEW FOODS TO OUR COMPUTERIZED NUTRITION BANK TO BRING IT UP TO DATE WITH THE KINDS OF FOODS COMMONLY EATEN BY OUR STUDENTS.

TO WORK OUT IDENTIFIED PROBLEMS IN OUR PROGRAM TO MAKE IT MORE USER FRIENDLY.

HOW WILL THIS PROJECT IMPROVE THE TEACHING/LEARNING PROCESS?

THIS PROJECT WILL ENABLE STUDENTS TO FIND THE FOODS THEY SELECT MORE EASILY AND TO GET A MORE ACCURATE READING OF THE NUTRITIONAL VALUES OF THEIR TOTAL DIET. IT IS ALSO PLANNED AT A FUTURE DATE TO PUT SOME OF THESE FOODS ON A MICROCOMPUTER SYSTEM SO THAT IT WILL BE EVEN MORE ACCESSABLE TO STUDENTS. WE NEED TO KEEP UP WITH THESE ENHANCEMENTS IN ORDER TO KNOW WHICH FOODS ARE THE MOST COMMONLY USED BY OUR STUDENTS. THESE WOULD BE THE ONES SELECTED FOR DEVELOPMENT ON THE MICROCOMPUTER SYSTEM LATER.

DATE RECEIVED: 10/17/83

START DATE: 10/20/83

COMPLETION DATE: 6/1/84

PROPOSED BUDGET

COST ESTIMATE

SUPPLIES (SPECIFY ITEMS NEEDED)

NONE _____ $_____

_____

_____

PERSONNEL (TYPE OF PERSONNEL NEEDED AND THE APPROXIMATE NUMBER OF DAYS OR HOURS)

COMPUTER PROGRAMMER ANALYST - 16 HOURS $ 310.00

TO BE SELECTED BY RICK FORSBERG, DIRECTOR OF COMPUTER SERVICES. (BUDGET #1-2339-6040-3474-3-01)

_____

OTHER COST ITEMS

_____ $_____

_____

_____

AGREED TO BY: _____
(SIGNATURE OF PROPOSER)

APPROVALS:

_____ (SUPERVISING DEAN)

_____ (DEAN, ED. DEVELOPMENT)

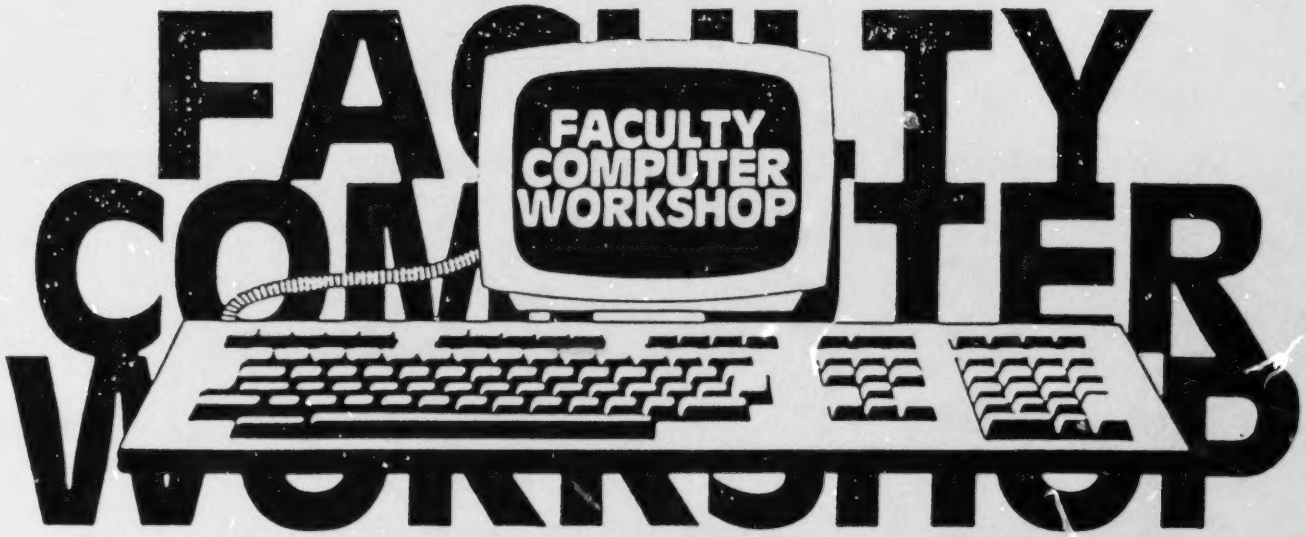
_____ (PRESIDENT)

_____ (DATE)

APPROVED EXPENDITURE LEVEL: $ 310.00

ACTIONS:

SUPPLIES PURCHASED: _____(DATE)
PAF PROCESSED: _____(DATE)
CONTRACT AWARDED: _____(DATE)
PROJECT APPROVED AS COMPLETED: _____(DATE)



WE ARE PLANNING THE SPRING SEMESTER WORKSHOPS FOR FACULTY AND STAFF. ONCE AGAIN, MANY OF THESE ACTIVITIES WILL CONCERN THE MICROCOMPUTER. IN ORDER TO ASSESS THE NEEDS OF THE GROUP, WE ARE USING THIS QUESTIONNAIRE. IF YOU ARE INTERESTED IN PARTICIPATING IN ANY OF THE FOLLOWING WORKSHOPS, PLEASE RETURN THIS FORM.

____ COMPUTER LITERACY I - A SERIES OF EIGHT, TWO HOUR SESSIONS DEALING WITH WHAT COMPUTERS ARE, WHAT THEY DO, AND HOW THEY MIGHT BE USED. A VERY BASIC HANDS ON APPROACH FOR THE BEGINNER IN WORKING WITH COMPUTERS.

____ COMPUTER LITERACY II - A SERIES OF EIGHT, TWO HOUR SESSIONS WHICH TAKES UP WHERE COMPUTER LITERACY I LEAVES OFF. THIS COURSE WILL LEAD TO SOME PROGRAMMING IN BASIC AND A MORE COMPLETE ANALYSIS OF HOW TO UTILIZE THE COMPUTER IN AN EDUCATIONAL SETTING.

____ DATA BASE MANAGEMENT - A NINE WEEK COURSE TAUGHT TWO HOURS PER WEEK. HOW TO SET UP DATA BASES, ACCESS DATA, MAINTAIN THE DATA BASE AND INTERACT WITH OFF LINE DATA SOURCES. MAY BE OF PARTICULAR INTEREST TO THOSE THINKING OF TEST BANKS.

____ VISICALC - TWO SESSIONS OF TWO HOURS EACH ON HOW TO SET UP AN ELECTRONIC SPREAD SHEET AND ENTER DATA. OF PARTICULAR INTEREST TO THOSE SETTING UP BUDGET SHEETS.

____ WORDSTAR - THREE TWO HOUR SESSIONS FOR THOSE BEGINNING TO USE THE WORDSTAR WORD PROCESSING SOFTWARE.

_____

SIGNATURE

PLEASE RETURN THIS FORM TO THE EDUCATIONAL DEVELOPMENT CENTER

EDUCATIONAL DEVELOPMENT ASSISTANCE FUND

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GOLDEN WEST COLLEGE

MATERIALS SALE AGREEMENT FORM

_____
DATE

TO: _____

THE COLLEGE WOULD LIKE TO MARKET MATERIALS YOU HAVE PRODUCED. THESE MATERIALS ARE DESCRIBED AS FOLLOWS: _____

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SHOULD YOU DECIDE UPON THE ROYALTY OPTION, A 10% ROYALTY WILL BE PAID TO YOU FROM THE GROSS REVENUE GENERATED FROM ANY SALES WHICH MAY OCCUR. PLEASE INDICATE WHICH OPTION YOU WISH TO SELECT.

I WISH TO PURCHASE THE MATERIALS.

_____
(SIGNATURE)

I OPT FOR THE ROYALTY OPTION.

_____
(SIGNATURE)

*(CONTRACT SECTION IS ATTACHED)

_____
(DATE SIGNED)

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

JUN 15 1984